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AUTHOR Johnson, Glenn Ross
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ABSTRACT

A nationwide survey of the academic affairs officers from a random sample of community and junior colleges was conducted to determine the strengths and weaknesses of curriculum development at the two-year college level. The survey instrument listed 33 items related to curriculum planning, content, and evaluation. Respondents were asked to indicate on a five-point Likert scale the extent to which these items represented current curriculum development practices. Major findings, based on 184 responses, indicated that community college curriculum planners responded well to technological advancement and to the vocational needs of adults. Other strengths included good working relationships with local media and a healthy recognition of the importance of motivation in the learning process. There was a general lack, however, of a conceptual framework for curriculum planning based on needs assessments and of evaluation techniques tied to articulated objectives. In addition, respondents indicated that few attempts had been made to utilize behavioral and social science theory and that little had been done to help students with acculturation problems. Faculty members had not received the assistance to cope with diversity among students and had, for the most part, ignored cognitive processes and student fears. The study report analyzes findings and recommends procedures for curriculum development. (JP)

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# CURRICULUM DEVELOPMENT IN JUNIOR/COMMUNITY COLLEGES:

## The "State-of-the-Art" as Viewed by the Academic Affairs Officer

Glenn Ross Johnson
Professor and Chairman
Graduate Programs in Educational Curriculum and Instruction
Texas A & M University

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# CURRICULUM DEVELOPMENT IN JUNIOR/COMMUNITY COLLEGES: THE "STATE-OF-THE-ART" AS VIEWED BY THE ACADEMIC AFFAIRS OFFICER

Glenn Ross Johnson

The purpose of this study was to determine the "State-of-the-Art" in curriculum development in community/junior colleges of the United States as viewed by the Academic Affairs Officers. The College Academic Affairs Officer was defined as follows: *The Academic Affairs Officer is the highest administrative officer for the college with the responsibility for coordinating the planning, developing, implementing, and evaluating of all academic programs; responsible for the general supervision of the instructional program; perceives and comprehends the existing curriculum; has the authority and power to initiate curriculum development and revision efforts at the college.* The Academic Affairs Officer's perception of the curriculum was considered to be as good or better than what might have been gleaned from printed documents or classroom instructors.

Those who work with curriculum development and revision in junior/community colleges need to look closely at the existing road signs to see more clearly where they have been, where they are going, and where they may want to arrive so they don't emerge at some unwanted location. It seems especially important to determine the present road conditions of curriculum development and revision in order to be in a better position to analyze where one may wish to go. This is the rational for conducting a curriculum development survey of the junior/community colleges in the United States.

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Dr. Glenn Ross Johnson is a Professor and Chairman for Graduate Programs in Educational Curriculum and Instruction, Texas A&M University.

*Subjects*.

A random sample of two-year colleges were selected from the National Beta Club's *College Facts Chart 77-78*. Each received one copy of the survey instrument.

*Procedures*.

From the existing literature, I developed a list of what appeared to be key factors to consider in curriculum development. From this list, I wrote a series of survey items which I discussed informally with several two-year college instructors and academic deans to determine the value of each item. After further delineation as a result of such informal interactions, a total of thirty-two curriculum related items were included in the final survey instrument which I informally field tested with several junior college personnel enrolled in our on-campus programs. A thirty-third item was used to determine the most common title given to the position of the Academic Affairs Officer responding.

The thirty-two curriculum related items were worded in question format; and, each question was followed by a set of five descriptions from which the respondent would mark the one expressing best his/her perception of the present condition; for example:

10. *From your own experience in the junior/community college settings, to what extent has an experimental testing of small units of curriculum been used in junior/community colleges to assist in resolving problems of scope and sequence?*

___ *not at all*
___ *hardly at all*
___ *a little bit*
___ *more than a little bit*
___ *to a great extent.*

The above format allowed me to apply a numbering system to the Likert scale responses when I received them; i.e., 1 = not at all, 2 = hardly at all, 3 = a little bit, 4 = more than a little bit, 5 = to a great extent.

The data were run through the computer using the *DISTAT* program (Distribution Statistics and Standard Scoring) which identified, on a print-out, the variable (item), frequency and percentage for each of the five Likert scale numbers, and the mean for each of the thirty-two curriculum related items. Basic data appear in Table 1 located near the end of the article.

*Findings*.

From the random sample, one hundred and eighty-four colleges responded.

*Check one of the following titles you use as the Academic Affairs Officer.* 1

Forty-eight percent of the Academic Affairs Officers carried the title of *Academic Dean*. Sixteen percent were *Vice-President for Academic Affairs*. The remaining thirty-six percent had titles other than the two identified above.

*From your own experience in junior/community college settings, to what extent do you observe a coherent theoretical framework operating in curriculum development efforts at the junior/community college level?* 2

The national mean was 3.62. Fifty-seven percent marked 'more than a little bit' and 'to a great extent' for this item. Most Academic Affairs Officers believed those engaged in curriculum development have established some theoretical framework to serve as a 'road map' on which to plot curriculum efforts.

Those who have only considered such a framework a 'little bit' (29%) or 'hardly at all' (1%) should take heed to this finding. Developing a

theoretical framework is not an easy task, and it is at times confusing because of our pluralistic cultures, various psychological learning theories, divergent philosophies, and conflicts among sciences and other disciplines. However, those responsible for implementing the curriculum will, I contend, be further ahead in the long run if an agreement on a theoretical framework is reached in advance of implementing units of study. The danger of failing to critically analyze what we do or are about to do eventually leads to chaos and/or the adopting and discarding of 'bandwagon' courses in an unthinking manner---wasteful, ineffective, and inefficient---the sure detour to an unwanted destination.

*From your own experience in junior/community college settings, to what extent do you observe the junior/community college, in curriculum development efforts, responding to technological and scientific advancements?* 3

Academic Affairs Officers saw the junior/community colleges of the nation responding to technological and scientific advancements. Close to eighty percent marked 'more than a little bit' (49%) and 'to a great extent' (29%).

Nuclear physics and industrialized automation create a demand for awareness of such topics, and the problems they create, within our post-secondary curriculum. They, along with other scientific and technological advancements and their by-products, must become a part of our curriculum developing and revising efforts, but we must attend to them in an organized, articulated, systematic way or else, once again, we shall end in an undesirable location.

*From your own experience in junior/community college settings, to what extent have curriculum development efforts at the junior/community college level emphasized basic principles of learning?*

4

Twenty-eight percent of the national sample marked this question: 'not at all' (1%), 'hardly at all' (6%), or only 'a little bit' (21%).

Since the curriculum serves as a type of skeleton plan for learning, knowledge of basic theories and models of learning are essential to curriculum builders. Knowledge of learning processes help us to determine which objectives will be better reached via which learning models.

*From your own experience in junior/community college settings, to what extent have new concepts and new facts from the behavioral sciences been incorporated within the curriculum at the junior/community college level?*

5

Wow! A whopping fifty-three percent marked: 'a little bit' (43%) or 'hardly at all' (10%).

Why are those associated with these areas of the curriculum failing to provide the students with current facts and concepts? The response to this item opens up a whole new area for studies---a data collection project involving a random sample from the national population of junior/community college instructors responsible for behavioral sciences---a survey, using a set of common behavioral science concepts and facts which non-behavioral science instructors *should* be aware of in order to provide relevant examples and illustrations within their own disciplines' courses. Knowledge, peculiar to each social science, furnishes insight into the cognitive, affective, and psychomotor development of learners; social sciences, through current facts and concepts, provide students (future graduates of post-secondary

programs) with knowledge to cope with social and behavioral problems confronting society.

Preservation of a democratic society, relief from psychological stress, and the ability to cope with urbanization, mobility, mass communication, and unwarranted indoctrination comes from an enlightened citizenry. Furthermore, knowledge from the social sciences, in the hands of curriculum personnel, can provide a set of criteria to use in making decisions involving curriculum revisions.

*From your own experience in junior/community college settings, to what extent do you believe "popular" writers (newspapers, magazines, popularized books) have been "hostile" or "critical" of the junior/community college curriculum?* 6

According to our national sample, two-year colleges enjoyed support from popular news media sources since only fourteen percent of the respondents marked: 'more than a little bit' (12%) or 'to a great extent' (2%). This was good news for junior/community college personnel in light of the heavy criticism of elementary schools, secondary schools, and universities.

The wise will continue to build and maintain such good relations by keeping informed of community and society needs, and responding to such needs. Support from this sector of society can become a major factor when engaging in curriculum development and revision efforts, particularly if financial resources are required to implement changes.

*From your own experience in junior/community college settings, to what extent do you believe state legislators and governors have been "hostile" or "critical" of the junior/community curriculum?* 7

The response of twenty-five percent checking 'more than a little bit' (21%) and 'to a great extent' (4%) underscores the importance of maintaining support from the media to off-set the negative reactions from state government. Two-year colleges may need to improve their efforts to gain positive support from state legislators and governors since, once again, financial help may be needed for curriculum development.

*From your own experience in junior/community college settings, to what extent do you believe the junior/community college curriculum has attempted to meet the vocational needs of "adult" students (25+ years of age)?* 8

The findings for this item were encouraging---eighty-seven percent marked: 'more than a little bit' (44%) or 'to a great extent' (43%).

Some prognosticators are suggesting that 20 million adults may be enrolling in post-secondary education by the end of this century. We must consider the needs of students over twenty-five years of age when engaging in curriculum revisions.

*From your own experience in junior/community college settings, to what extent have curriculum development efforts (at the junior/community college level) used a systematic set of objectives and concepts to assess the relevance of the proposed curriculum?* 9

Fifty-three percent marked: 'more than a little bit' (38%) or 'to a great extent' (15%).

The data are disappointing on this item. Objectives are needed when we attempt to evaluate where we have been, where we are, and where we need to be. Perhaps this finding accounts for the oft quoted lament of students that the curriculum lacks relevance.

*From your own experience in junior/community college settings, to what extent have curriculum development decisions (at the junior/community college level) been based upon a set of aims and/or objectives?* 10

A lucid and extensive set of aims and/or objectives are a vital part of our criteria for use in deciding what content is important and how to include it within the curriculum. However, according to our respondents, junior/community colleges are not consistently employing aims/ objectives as part of the decision-making criteria: 'not at all' (2%), 'hardly at all' (9%), 'a little bit' (21%).

*From your own experience in the junior/community college settings, to what extent has an experimental testing of curriculum been used in junior/community colleges to assist in resolving problems of scope and sequence?* 11

Only twenty percent marked: 'more than a little bit' (17%) or 'to a great extent' (3%).

What a shameful State-of-the-Art we are in when eighty percent of the junior/community colleges are *not* field testing (pilot testing) curriculum units more than a little bit of the time. I believe two-year colleges will encounter only paltry resistance, internally or externally, to establishing a mode for experimentally testing units of study *before* whole hearted implementation. Some post-secondary institutions establish a prefix number (e.g., 199) to identify all proposed courses or units, regardless of department or college; and, all such units are required to be taught at least once or twice as a "199 Special Topics in _____" before a final catalogue number is attached to it. Such an approach provides time to 'test' the benefits to be derived from such units of study and to modify or adapt them prior to full

adoption. Other sections of classes can serve as control groups for comparative purposes.

*From your own experiences in junior/community college settings, to what extent has a set of criteria involving students, cultures, and disciplines been used as a basis for curriculum development in junior/community colleges?* 12

Only thirty-two percent of the national sample marked: 'more than a little bit' (25%) or 'to a great extent' (7%).

More effort must be made to include within our criteria a summarization of concepts, principles, and generalizations from psychology, anthropology, sociology, and socio-psychology. Such findings will help us focus on values we should include in the curriculum. We can help students develop autonomy, individuality, and creativity while dealing with problems of conformity, alienation and indifference. The curriculum must provide opportunities for analysis, synthesis, experimentation, and evaluation if we are to nourish autonomous, thinking students.

*From your own experience in junior/community college settings, to what extent has a "needs assessment" been used in curriculum development in junior/community colleges?* 13

Sixty-four percent of the respondents marked: 'more than a little bit' (43%) or 'to a great extent' (21%).

This is encouraging. The remaining thirty-six percent need to 'get with it' if they wish to have a viable curriculum to offer students. The needs assessment, or diagnosis, is the first phase of curriculum development and/or revision. Data collected via 'needs assessment' help us identify deficiencies in our existing curriculum. It helps recognize new areas to

explore. It identifies student problems and weaknesses. It tells what requirements might be necessary in the area of faculty development or teaching materials. Research findings, prospective employers, former students, present students, national-state-local government agencies represent a broad sampling arena for curriculum workers to tap for this data.

*From your experience in junior/community college settings, to what extent have clear and comprehensive objectives been established within the curriculum of various disciplines in the junior/community college?* 14

The findings with this item are close to those of the previous item: 'hardly at all' (7%), 'a little bit' (28%), 'more than a little bit' (46%), 'to a great extent" (19%).

After curriculum builders analyze data from a "needs assessment", they begin to build the bed in which the curriculum will rest. Objectives are the foundation for the curriculum. The remaining phases of curriculum development or revision spring from this bed. Curriculum builders continually return to the extensive set of objectives in selecting content, choosing learning activities and experiences, organizing the scope and sequence of the curriculum, and determining the formative and summative evaluation procedures.

*From your own experiences in junior/community college settings, to what extent have relevant learning experiences that accommodate differences in individual student ability and motivation been incorporated within the curriculum of various disciplines in the junior/community college?* 15

Fifty-two percent marked: 'more than a little bit' (42%) or 'to a great extent' (10%).

Attempting to accomodate for different cognitive abilities with a variety of learning experiences is a Herculean task. Many of the skills we wish students would develop are beyond the powers of some students. At the same time, some students have outstanding cognitive skills and need more challenging experiences to keep them interested. On the other hand, essential subject matter from the discipline must have a priority position. Although accomodation may be difficult, it is not impossible while still retaining the essentials.

*From your experience in junior/community college settings to what extent has evaluation measured the intended goals and real outcomes of the junior/community college curriculum?* 16

This is another area where two-year colleges need to improve: 'not at all' (3%), 'hardly at all' (18%), or 'a little bit' (43%).

Both formative and summative evaluation should be geared to the objectives; and, data should be collected from a variety of outcome sources. By tying evaluation to objectives/outcomes, measurements will be on the change of behavior of students in the cognitive, affective, and psychomotor domains. Evaluation should be comprehensive in scope and consistent with the objectives of the curriculum.

*From your experience in junior/community college settings, to what extent has the junior/community college curriculum incorporated knowledges, attitudes, values, and skills of cultural relevancy?* 17

Sixty-three percent responded: 'not at all' (2%), 'hardly at all' (18%), or 'a little bit' (43%).

In addition to transmitting what appear to be relevant basic truths of cultural relevancy which have been accumulated over a number of years,

the two-year colleges can make a significant contribution to acculturation. Some of the general studies units can provide opportunities to discuss cultural conflicts; to role play individuals, who spend their entire developing years within one kind of cultural setting, suddenly relocating to a different cultural setting; to analyze the reward and punishment systems used by various cultures to obtain conformity; to identify processes one might use to reduce anxiety triggered by acculturation.

*From your experiences in junior/community college settings, to what extent has the junior/community college curriculum stressed individualized instruction?*

18

Forty-six percent marked: 'not at all' (1%), 'hardly at all' (6%), or 'a little bit' (39%).

For decades we have recognized that differences exist within individuals and among groups of learners. However, we have not become very sophisticated in dealing with such differences within classroom settings. Most efforts (audio-tutorial, programmed, etc.) deal only with one very small aspect of learning differences---self-pacing. We have hardly scratched the surface of the more challenging cognitive differences.

*From your experience in junior/community college settings, to what extent (when looking at phenomena) is there a special set of concepts and a special vocabulary unique to each discipline?*

19

Seventy-one percent selected: 'more than a little bit' (59%) or 'to a great extent' (12%).

The uniqueness of each discipline's special concepts and special vocabulary is fairly well recognized. It is the transition from their existence

to the living curriculum that appears to be a problem, if inferences from other items in this survey are accurate.

*From your experience in junior/community college settings, to what extent has increasing technological advancement had an impact on the junior/community college curriculum?* 20

Seventy-three percent selected: 'more than a little bit' (47%) or 'to a great extent' (26%).

This was close to the earlier response to a similar item dealing with the two-year colleges' *response* to advancements (78%). Technology and curriculum units require more education and advanced skill. Communitcation advancements have had an impact upon values and beliefs. By-products from industry have created the need for new specializations.

*From your experience in junior/community college settings, to what extent has the "lecture" approach been used in teaching?* 21

The "lecture" approach appears to dominate the two-year college setting: 'more than a little bit' (47%), 'to a great extent' (47%).

Other teaching strategies, e.g., simulation, role playing, student-led discussion, are probably not in great use, according to the response to this survey. It strikes me that variation is a 'spice to life' and students would probably be better motivated if variations to the "lecture approach" could be encouraged.

*From your experience in junior/community college settings, to what extent has the faculty recognized and/or valued individual differences among students?* 22

Sixty-six percent responded: 'more than a little bit' (49%) or 'to a great extent' (17%).

It is extremely important for the two-year college curriculum to foster autonomy, individuality, and creativity if we are to nurture independent, thinking citizens.

*From your experience in junior/community college settings, to what extent has the faculty recognized the value of motivation when teaching students?* 23

Eighty percent of the responses indicated that faculty were aware of the value of motivation: 'more than a little bit' (55%), 'to a great extent' (25%).

Transposing the value of motivation to the curriculum may be a huge task. Faculty will need all the assistance we can muster to help them implement learning climates that encourage intrinsic motivation and positive extrinsic motivators.

*From your experience in junior/community college settings, to what extent has the faculty set unrealistic goals for students to accomplish within their respective disciplines?* 24

Only fifteen percent believe faculty are setting *unrealistic* goals for students: 'more than a little bit' (14%), 'to a great extent' (1%).

*From your experience in junior/community college settings, to what extent has the faculty engaged students in active involvement in the classroom (participating, discussing, contributing, doing by students) instead of passive reception (students listening to the professor)?* 25

Seventy-seven percent marked: 'more than a little bit' (55%) or 'to a great extent' (22%).

A variety of verbal interaction categories can be used during a lecture. A recent study involved the collection of over thirty hours of classroom interaction from six disciplines in two-year and university settings.* During lecture sections, students talked over fifteen percent of the total time and professors asked questions close to ten percent of the total time.

*From your experience in junior/community college settings, to what extent has the faculty recognized student fears, anxieties, and feelings as potentially hampering learning?* 26

Only fifty-four percent marked: 'more than a little bit' (47%) or 'to a great extent' (7%).

We can probably do a better job of assisting faculty in this area of concern.

*From your experience in junior/community college settings, to what extent has the faculty engaged students in analyzing, synthesizing, and evaluating content of the respective discipline when compared to memorizing facts?* 27

Fifty-two percent marked: 'not at all' (1%), 'hardly at all' (13%), or 'a little bit' (38%).

Although a large part of the first year of undergraduate work will deal with basic knowledge and comprehension, and therefore memorizing facts, we really haven't stressed the value of analyzing, synthesizing, and evaluating. Memorized facts are short lived, with estimates going as high as an eighty percent 'forget level' within two years time. Facts help us to develop ideas

*Glenn Ross Johnson and James F. Mc Namara, "Do Disciplines Differ in Their Verbal Interactions within the College Classroom?" (a paper to be presented at 1979 AERA Meeting in San Francisco)

and important concepts within disciplines, but students must engage in more than memorizing facts to apply knowledge. If we are to change individuals in some way (develop understandings, change ttitudes), we must provide more opportunities for students to use skills involving higher cognitive processes. "A fact in isolation is nothing more than gossip."*

*From your experience in junior/community college settings, to what extent do you believe faculty establish a set of objectives for their courses and then relate learning experiences and evaluations of student progress to those objectives?* 28

Sixty-three percent marked: 'more than a little bit' (50%) or 'to a great extent' (13%). This was close to the sixty-five percent for the combination of these two categories when respondents were quarried about establishing objectives within the curriculum of various disciplines.

Clear objectives assist us in the selection of knowledge from the vast amount of information available. One dimension can be selected to deal with cognitive objectives while a second dimension of knowledge might be selected for attitudinal objectives. We need to use a systematic approach, a rational basis, in selecting objectives which are also measurable.

*From your experience in junior/community college settings, to what extent do you believe faculty engage students in critical thinking?* 29

Fifty-five percent selected: 'more than a little bit' (51%) or 'to a great extent' (4%).

The constant changes taking place in our society compel us to provide for critical thinking. Moral values, political issues, and cultural needs are crying for logical reasoning processes by intelligent citizens. We

*A statement made by Henry Steele Commanger on Feb. 23, 1979 at the 32nd Annual Convention of the Texas Junior College Teachers Association.

need to engage in critical thinking so we can analyze the positions others take with controversial issues. We need to break through cultural and personal obstructions.

*From your experience in junior/community college settings, to what extent do you believe faculty attempt to diagnose gaps in achievement (weaknesses) for each group of students they are teaching near the beginning of the course?*

30

Only thirty-nine percent of the respondents marked: 'more than a little bit' (34%) or 'to a great extent' (5%).

Work is needed in this area of curriculum development. Diagnosis of each group of students is important in locating areas of weakness among students and within the curriculum, in establishing and maintaining standards, and in bridging the gap between required knowledge or skills and types of learners.

*From your experience in junior/community college settings, to what extent have you observed continuous assessment and evaluation in curriculum development (regular feedback at all stages, from experimental tryout to implementation)?*

31

Only 37% chose: 'more than a little bit' (31%) or 'to a great extent' (6%).

This is another area in need of support. Two-year colleges don't seem to be engaging in a systematic evaluation of their curriculum efforts.

*From your experience in junior/community college settings, to what extent have colleges provided the time, consultants, in-service training, and financial resources to adequately attempt curriculum revisions?*

32

Seventy-one percent marked 'not at all' (4%), 'hardly at all' (30%), or 'a little bit' (37%).

Once again, recommended procedures for curriculum revisions are apparently being ignored. Efficiency and effectiveness can be enhanced by providing such recommended support efforts.

*From your experience in junior/community college settings, to what extent has a systematic plan been developed prior to attempting curriculum development or curriculum revision?* 33

Only forty-three percent marked: 'more than a little bit' (33%) or 'to a great extent' (10%).

Systematic planning in curriculum development or revision is essential. Committees, decision boundaries, planned changes, leadership roles, outside consultants, procedures for conducting needs assessments and preliminary studies must be structured if we hope to reach a successful inplementation stage.

*Concluding Statement*

The State-of-the-Art in junior/community college curriculum development, as viewed by the highest administrative officer responsible for curriculum development and the instructional program, has some stable areas and some very weak areas.

The junior/community colleges appear to be responding to technological advancement and the vocational needs of adults. They also enjoy good public relations, an important factor that must be maintained. They recognize the importance that motivation plays in learning.

On the vulnerable side, junior/community colleges lack a conceptual framework for curriculum efforts---a basic set of principles to serve as a

foundation for curriculum thrusts---a series of propositions which can be used in answering some of the questions which accompany curriculum efforts.

There is an apparent lack of needs assessments and evaluation techniques tied to a comprehensive and articulated set of objectives.

Efforts haven't been strong enough to capitalize on basic understandings from the behavioral and social sciences. Very little has been done to help students work with multi-cultural problems.

Although recognizing the role of motivation, faculty haven't received assistance (human and financial) to cope with diverse differences among students. Higher cognitive processes, critical thinking processes, and student fears have been, for the most part, ignored.

One of the most critical findings was the failure to pilot test curriculum units prior to full implementation.

*Recommended Procedures.*

Junior/community college personnel can turn to books on curriculum development for assistance in how to proceed with curriculum development and revision. I am merely suggesting a set of procedures, which I have gleaned from many sources and experiences, which readers of this report may wish to consider.

*I. *Conceptual Framework*

A. Identify chairman and committee members

B. Review pertinent literature from behavioral and social sciences

C. Establish a set of propositions to serve as guidelines (criteria) for other committees to use

D. Finalize a written report

*II. *"Needs Assessment"*

A. Identify chairman and committee members

B. Set boundaries for the committee

C. Identify data collection sources and instruments

D. Collect, collate, analyze data

E. Provide verbal and written summaries; and, file a final written report

*III. *Goals and Objectives*

A. Identify chairman and committee members

B. Review "Needs Assessment" and "Conceptual Framework" final reports

C. Establish a set of manageable goals and objectives in response to "Needs Assessment"; use the "Conceptual Framework" as criteria to judge inclusion of the goals and objectives

D. Provide verbal and written progress reports; and, file a final written report

*IV. *Scope and Sequence*

A. Identify chairman and committee members

B. Review final report of "Goals and Objectives" committee

C. Select and organize subject matter and activities which are geared to the list of "Goals and Objectives"

D. Provide verbal and written progress reports; and, file a final report

*V. *Evaluation*

A. Identify chairman and committee members

B. Review final reports of previous committees

C. Establish evaluation procedures; identify evaluation instruments geared to goals and objectives

D. Provide progress reports; and, file a final report

*VI. *Pilot Study of Units*

A. Establish a committee to 'pilot test' units

B. Identify instructors who will teach the pilot units

C. Conduct formative evaluations of pilot units as they are taught

D. Modify and reteach any pilot units if necessary

E. Place unit(s) into final format

*VII. *Curriculum Units*

A. Implement units that successfully completed the 'pilot study' phase

B. Have instructors provide summative evaluation data

* Draw on specialists and consultants as needed.

TABLE 1

Distribution of Responses from the National *Random* Sample N=180

| Item Number | Mean on Five-Point *Likert Scale | Responses (in percentages) on *Likert Scale | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | (not applicable - respondent's title) | | | | | |
| 2 | 3.62 | 01% | 13% | 29% | 40% | 17% |
| 3 | 4.02 | 01 | 04 | 18 | 49 | 29 |
| 4 | 3.89 | 01 | 06 | 21 | 50 | 23 |
| 5 | 3.46 | 00 | 10 | 43 | 39 | 08 |
| 6 | 2.61 | 08 | 39 | 40 | 12 | 02 |
| 7 | 2.74 | 10 | 35 | 30 | 21 | 04 |
| 8 | 4.27 | 00 | 04 | 09 | 44 | 43 |
| 9 | 3.47 | 02 | 16 | 30 | 38 | 15 |
| 10 | 3.73 | 02 | 09 | 21 | 50 | 18 |
| 11 | 2.75 | 08 | 33 | 39 | 17 | 03 |
| 12 | 2.90 | 08 | 31 | 30 | 25 | 07 |
| 13 | 3.74 | 02 | 10 | 23 | 43 | 21 |
| 14 | 3.77 | 00 | 07 | 28 | 46 | 19 |
| 15 | 3.49 | 01 | 11 | 36 | 42 | 10 |
| 16 | 3.16 | 03 | 18 | 43 | 33 | 03 |
| 17 | 3.21 | 02 | 18 | 43 | 33 | 05 |
| 18 | 3.57 | 01 | 06 | 39 | 42 | 11 |
| 19 | 3.75 | 00 | 07 | 23 | 59 | 12 |
| 20 | 3.86 | 00 | 13 | 14 | 47 | 26 |
| 21 | 4.39 | 00 | 02 | 04 | 47 | 47 |
| 22 | 3.78 | 00 | 05 | 28 | 49 | 17 |
| 23 | 4.02 | 00 | 03 | 17 | 55 | 25 |
| 24 | 2.80 | 02 | 31 | 53 | 14 | 01 |
| 25 | 3.97 | 00 | 03 | 19 | 55 | 22 |
| 26 | 3.50 | 00 | 11 | 34 | 47 | 07 |
| 27 | 3.40 | 01 | 13 | 38 | 44 | 05 |
| 28 | 3.69 | 00 | 07 | 31 | 50 | 13 |
| 29 | 3.53 | 00 | 06 | 40 | 51 | 04 |
| 30 | 3.24 | 01 | 20 | 40 | 34 | 05 |
| 31 | 3.14 | 03 | 21 | 39 | 31 | 06 |
| 32 | 2.94 | 04 | 30 | 37 | 26 | 03 |
| 33 | 3.29 | 01 | 23 | 33 | 33 | 10 |

*1 = not at all
2 = hardly at all
3 = a little bit
4 = more than a little bit
5 = to a great extent

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